School and District Guide to DLM Results
School Year 2014-15

Dynamic Learning Maps™ (DLM) is a new system of alternate assessments for students with the most significant cognitive disabilities. Students show their performance on English language arts and mathematics content standards called Essential Elements. This guide explains the individual student score reports and group results provided by the consortium. This guide is designed for local administrators such as principals and superintendents.

Reports Provided by Dynamic Learning Maps

Each student score report includes a Performance Profile and a Learning Profile. There are also several group reports, including Class and School Results, and Final District and State Results.

How Scores Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling. This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels. The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates (Level 1: Novice) **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is (Level 2: Partially proficient) **approaching** the target.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is (Level 3: Proficient) **at target**.
- The student demonstrates (Level 4: Advanced) **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Individual Student Score Reports

Individual student score reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student per subject.

Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and

Successor. These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.

Each student is assessed on one or more linkage levels for each Essential Element on the blueprint. Each student is not assessed at every level for every Essential Element.

On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered.

Individual Student Year-End Report
Learning Profile

NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 08-23-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014-15
GRADE: 4

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Jason took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

		Level				
Area	**Essential Element**	**1**	**2**	**3**	**4 (Target)**	**5**
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

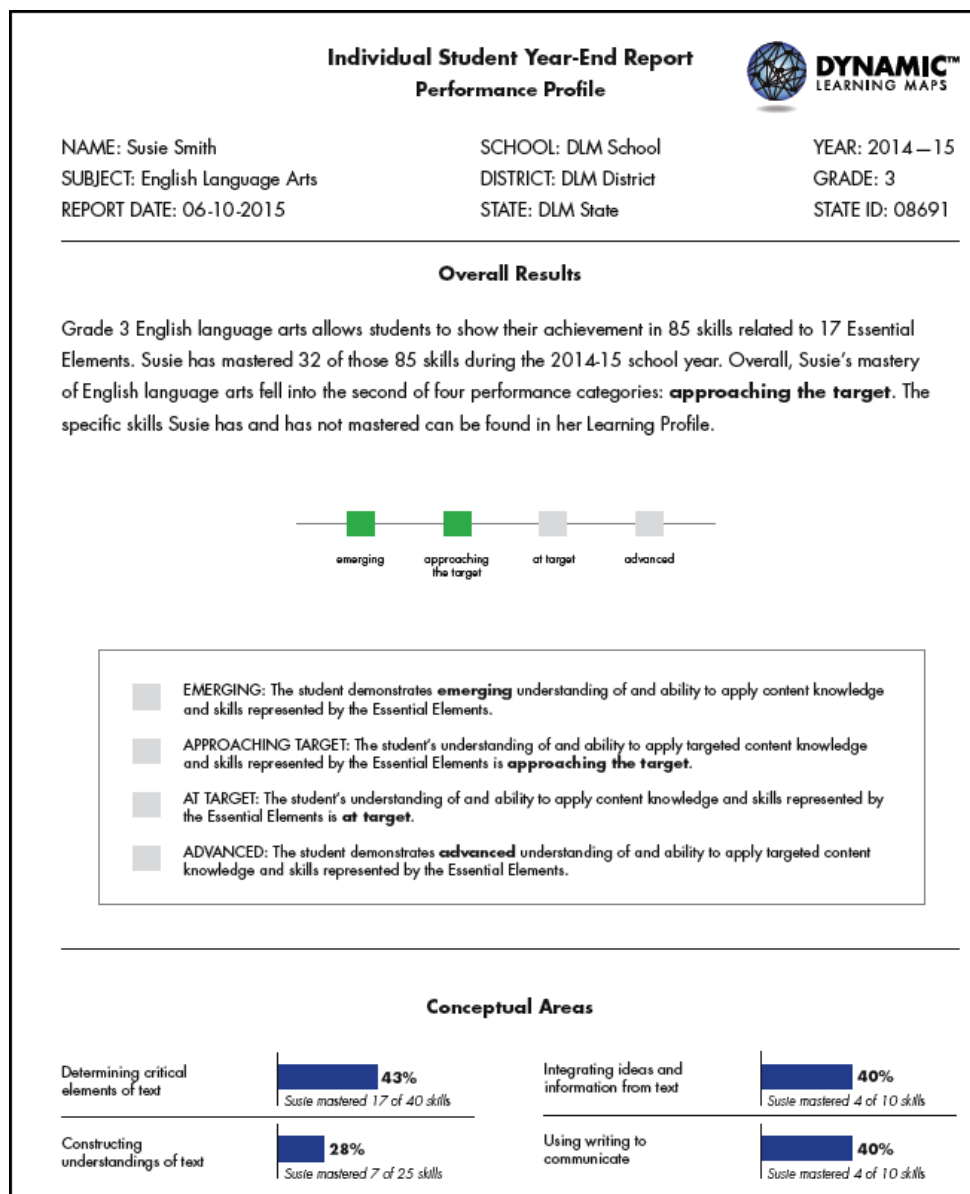| Levels mastered this year		No evidence of mastery on this Essential Element		Essential Element not tested	Page 1 of 3

Performance Profile

The Performance Profile provides a report of the student's performance across Essential Elements from the 2014-2015 blueprints. The number of skills that must be mastered in order to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with the most significant cognitive disabilities. There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The Performance Profile below shows the student's mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.

Individual Student Year-End Report
Performance Profile

NAME: Susie Smith   SCHOOL: DLM School   YEAR: 2014—15
SUBJECT: English Language Arts   DISTRICT: DLM District   GRADE: 3
REPORT DATE: 06-10-2015   STATE: DLM State   STATE ID: 08691

Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in her Learning Profile.

emerging   approaching   at target   advanced
            the target

EMERGING: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

APPROACHING TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

AT TARGET: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

ADVANCED: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Conceptual Areas

Determining critical elements of text — 43%
Susie mastered 17 of 40 skills

Integrating ideas and information from text — 40%
Susie mastered 4 of 10 skills

Constructing understandings of text — 28%
Susie mastered 7 of 25 skills

Using writing to communicate — 40%
Susie mastered 4 of 10 skills

Class and School Level Score Results

At the classroom and building levels, the Class Results is a list of individual students with the number of Essential Elements tested, number of linkage levels mastered, and their final performance level.

Each school receives Class Results for every teacher with students who participated in the DLM Alternate Assessment. The students are arranged alphabetically by grade level.

End of Year Report
Class Results

TEACHER NAME: Alissa Streeter

REPORT DATE: 06-10-2015

SCHOOL: DLM SCHOOL couldbe 30characters
DISTRICT: DLM DISTRICT
STATE: DLM State

YEAR: 2014-15

| Student Name | Grade | English Language Arts | | | | Mathematics | | | |
		EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Daly, Aaron	8	17	4	42	Emerging	15	2	33	Emerging
Daly, Tabitha	8	17	4	42	Emerging	15	2	33	Emerging
Sigler, Eleanor	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Ronnie	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Terrence	6	16	12	47	At Target	11	5	37	Approaching Target
Simpson, Zita	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Albert	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Benjamin	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Carl	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, David	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Earl	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Frank	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Gerald	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Harry	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Ingrid	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Jessie	8	17	4	42	Emerging	15	2	33	Emerging

The School Results contain the same information as the Class Results and includes the teacher for each student in the second column. Records for the entire school are organized alphabetically by teacher, and then by grade and student in alphabetical order.

District and State Level Results

The Final District Results provides one table for each subject: one for English language arts and one for mathematics. Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

Final District Results

DYNAMIC LEARNING MAPS

DISTRICT: LAMAR RE 2   **YEAR:** 2014-15
STATE: Colorado

English Language Arts

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	0	1	1	67%
10	2	1	0	1	0	50%
11	1	0	0	0	1	100%

Mathematics

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	2	0	0	0%
10	2	1	1	0	0	0%
11	1	0	0	1	0	100%

The Final State Results has the same formatting and provides the same type of information for all student records in the state.

How Reports Are Distributed

Student score reports are generated as separate PDF files. There is one PDF per student per subject. Individual student score reports are packaged for delivery in folders, organized by district name, school name, and grade.